

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/242347655>

Considerations of emotional intelligence (EI) in dealing with change decision management

Article in *Management Decision* · June 2006

DOI: 10.1108/00251740610668897

CITATIONS

40

READS

686

1 author:



Don Chrusciel

Bakersfield College

13 PUBLICATIONS **152** CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:

Project

Simplified Annual Performance Review [View project](#)

Project

Work Force Engagement [View project](#)



Considerations of emotional intelligence (EI) in dealing with change decision management

Don Chrusciel

Iowa State University, Ames, Iowa, USA

Abstract

Purpose – The purpose of this paper is to show that the use of Emotional Intelligence (EI) is proposed as a means to assess how an organization can improve staff performance and productivity (emphasis on leadership), and develop a more effective Human Resources strategy to deal with organizational change.

Design/methodology/approach – Through the examination of contemporary research and following a definition review of EI, the service sector benefits, use as a metric, and influence on an organization's human resources strategy (recruitment and training) are presented as justification for EI being a positive influence on the change transformation management strategy.

Findings – Research suggests that EI may be a predictor of success, not unlike IQ, in cognitive-based performance. By incorporating considerations of EI into the organization's change management philosophy, not only does the individual employee have opportunity to improve, but the enterprise gains as well.

Research limitations/implications – EI is offered as a metric to measure the success not only of the organization, but also of the individual employee. Caution is recommended to consider the return-on-investment in using this metric based on the appropriate and expected utilization.

Originality/value – This article addresses how EI can be viewed as a positive influence for improving staff ability to manage the organization's business as well as provide some insight of progress assessment during times of major uncertainty caused by significant change. In this way an organization can facilitate change in a positive climate and influence the culture to be more adaptive and agile. The end result can be an organization that does demonstrate sensitivity even during significant change transformations.

Keywords Change management, Emotional intelligence, Human resource management, Attitudes

Paper type Research paper

Introduction

In their ongoing quest to be competitive, organizations are being exposed to more significant change. It is now commonplace for an organization to undergo change (Reich, 2000; Roach and Bednar, 1997); most are due to some internal or external factor that requires an organizational adaptation. Of particular importance is the significant change with which an enterprise must cope in order to improve competitive advantage and maximize the gain from the needed change transformation process (Collins, 2002; Weber and Weber, 2001). Dealing with significant change is ongoing and gaining in importance as stated by Kotter (1996, pp. 3-4):

By any objective measure, the amount of significant, often traumatic change in organizations has grown tremendously over the past two decades To date, major change efforts have helped some organizations adapt significantly to shifting conditions, have improved the competitive standing of others, and have positioned a few for a far better future.



Pritchett (2004, p. 7) also calls to light the need for organizational staff to embrace change emotionally:

Change should get your attention. It should give you an emotional charge, and you should take it seriously.

Because significant change involves uncertainty (Moran and Brightman, 2000), the lack of clarity of the unknown will raise the anxiety levels of staff (Pritchett and Pound, 2005) which can be overcome with knowledge (Ford, 1996). It is logical that this anxiety would be reflected in behaviors when dealing with both internal and external customers. How an organization can exploit these behaviors is what can gain them the advantage in the exchange as well as have a positive impact on the exchanges between employees.

In this article the concept of emotional intelligence (EI) is explored and offered as a means to predict both individual and organizational success. It can also complement any customer satisfaction information used to evaluate organizational success. For years organizations have looked at and tried to interpret the value of customer satisfaction data. Numerous surveys and fact finding missions have uncovered a wealth of data to examine the organization's response to customer needs. The problem has been in trying to link these customer satisfaction findings to some meaningful predictor. McEwen and Fleming (2003) boldly suggest that a gauge using only customer satisfaction data is insufficient and may even be misleading. They suggest that a new measure called "customer engagement" is more reflective of the customer-vendor relationship and is based on a more emotional connection. This connection focuses on confidence, integrity, pride and passion.

To address the questions of what is emotional intelligence (EI), how is it measured, and more importantly what if any effect does it have on an organization's ability to manage change performance, this paper provides current definitions of emotional intelligence, practical applications, techniques, additional resources to explore, and the supporting research to substantiate validity in recognizing emotional intelligence when dealing with human resources issues that are inherent and relative to significant change management.

Proposition

It is proposed that the influence Emotional Intelligence (EI) has on organizational performance, significant change transformations, management decision making and organizational profitability merits consideration (see Figure 1).

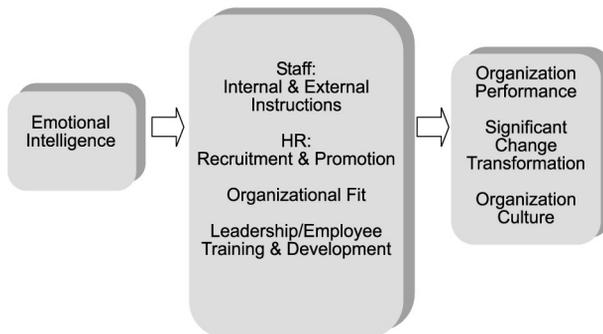


Figure 1.
Influences of emotional intelligence

This article discusses the rationale in support of that proposal with the intent of allowing those who perform service oriented functions opportunity to examine the value and impact of Emotional Intelligence (EI) more closely.

Emotional intelligence (EI)

Lam and Kirby (2002, p. 135) provide Mayer and Salovey's definition of emotional intelligence (EI) as being "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Another more succinct explanation is offered by Multi-Health Systems as "one's ability to deal with daily environmental demands and pressures." (BarOn Emotional Quotient-Inventory™) The goal is to be able to utilize your own emotions as well as the emotions of others to accomplish a prescribed action.

The history behind emotional intelligence theory dates back to the work done by Harvard psychologist Howard Gardner in 1983. These theories were then expounded upon by the research efforts of Mayer and Salovey in the early 1990s. Emotional intelligence, however, did not come into the limelight until Goleman published his books in the late 1990s.

Ashkanasy *et al.* (2002) present both the narrow interpretation limiting emotional intelligence to the distinct abilities of perception, identification, understanding, and management of emotions, to the broader interpretation which would include empathy, time management, decision-making, and teamwork. Regardless of which interpretation one chooses, all seem to support the general definition which includes the facts that emotional intelligence is distinct from general intelligence, it develops throughout one's life, it can be enhanced through training and that those who have come to master this intelligence can identify and perceive emotions for both themselves and others.

Goleman, one of the leading researchers in emotional intelligence, states:

Emotional intelligence gives you a competitive edge . . . (Lam and Kirby, 2002, p. 134).

He, along with fellow researchers, present the argument that challenges the business community to consider EI as a better way to critique individuals during the recruitment in order to predict success in the organization (Bardzil and Slaski, 2003; Dulewicz *et al.*, 2003; Lam and Kirby, 2002; Rozell *et al.*, 2001; Goleman, 1998). If one is willing to explore the value of EI in the organization, then the task becomes one of determining how to utilize these tools to measure emotional intelligence and take advantage of its predicting capabilities.

Among the multiple tests and instruments available to measure emotional intelligence, three have been identified as being the most reliable (Bardzil and Slaski, 2003; Dulewicz *et al.*, 2003; Pellitteri, 2002; Lam and Kirby, 2002): Bar-On EQi from Multi-Health Systems (<http://www.mhs.com/>), Emotional Intelligence Quotient (EIQ) as prescribed by Dulewicz and Higgs (1999), and Multifactorial Emotional Intelligence Scale (MEIS) based on the research efforts of Mayer and Salovey (1997). The arguments for which instrument works best are still a discussion point and may be a case-by-case determination. This places a burden on the practitioner who tries to employ one of these instruments. In spite of this, the bottom-line is that emotional intelligence is seen to be a valid predictor of one's success and that its measurement is indeed worthwhile. This is especially the case when the organization needs to assess its human resource strengths and weaknesses in preparation for a change transformation.

Research done by Goleman (1998) and confirmed four years later by Pellitteri (2002) identify the processing of human emotions as taking place neurologically in a section of the brain referred to as the amygdale and that in most cases, the human may not be fully aware of all the influencing factors having impact at the time. It is through studies in psychology as well as ongoing research in emotional intelligence that credence is beginning to develop.

Although research efforts are attempting to distinguish emotional intelligence from the cognitive reasoning known as general intelligence as measured by IQ, Pellitteri (2002) does note that to have some recognition in being able to use one's emotional intelligence, some level of IQ is required. His research confirms that there is a moderate correlation between IQ and EI/EQ, thus satisfying the nomenclature commonality that intelligence implies, whether it be emotional or general.

Service sector organizational benefits

Trends for the service sector are emphasizing the need to provide customer service to a more diverse and demanding customer base (Ashkanasy *et al.*, 2002). Pritchett and Pound (2005) remind us that things may be changing in the organization as well as all around, but one thing that does not change are the growing demands by customers for continued quality services. The importance for a service oriented climate is growing and is now recognized as having an impact on an organization's profitability (Bardzil and Slaski, 2003). As organizations look at potential management tools to assist them in gaining the competitive advantage, it is being recommended that one area worth further consideration is EI and specifically the techniques for improving organizational EI. This emphasizes the monitoring of one's own feelings (emotions) as well as those of others while taking into consideration the influencing factors of people, machines, materials, methods, and environment (see Figure 2).

One of the key benefits to be gained by an organization in promoting the use of emotional intelligence is that of enabling organizational staff to regulate their own emotions when dealing with customers. Bardzil and Slaski (2003), as well as Prati (2005), refer to this as emotional labor, and Lam and Kirby (2002) refer to it as

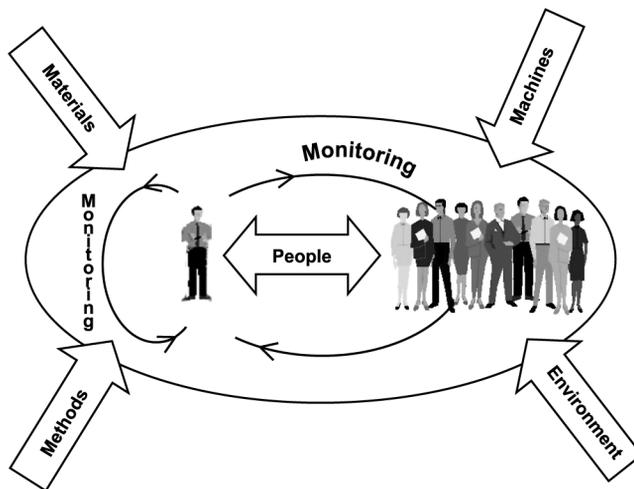


Figure 2.
Essence of emotional
intelligence monitoring
feelings

buffering. The implication is that if a staff person can project the appropriate emotions when dealing with a customer, the customer-vendor relationship will be strengthened. This does not imply that the staff person always has to present an overtly pleasant attitude. Sentiments are that each situation may call for some variation based on a case-by-case basis, requiring immediate analysis of the situation. One factor that is common in all situations is that a genuine sincerity needs to be perceived. Lam and Kirby (2002) see this as a competitive edge when the staff can squelch their emotions in order to meet the expected presentation of both internal and external customers.

The two sides of emotional intelligence can be seen as individuals being able to deal with both their interpersonal and intrapersonal (i.e. being able to deal with both the emotions of oneself and those of others) (Lam and Kirby, 2002; Rozell *et al.*, 2001). It is based on these two areas that one explores the emotions, looking at such attributes as: empathy, self-image (values, beliefs, goals, etc.), social skills, feelings, flexibility, happiness, stress tolerance, optimism, assertiveness, and impulse control, just to name a few. Projection of the appropriate and the avoidance of the unwanted emotions can influence customer interactions and eventually the organization's effectiveness. The unwanted behaviors can stem from either one's emotional ability to deal with interpersonal, intrapersonal, or both. Because of the nature of significant change where organizational members have an established emotional tie (Huy, 1999), challenges to the status quo in favor of an unknown future could exacerbate any pre-existing unwanted defensive behavioral conditions. The recognition and avoidance of these behaviors need to be guarded against in the workplace.

It is from this frame work that an approach can be derived to explore the usefulness of emotional intelligence. To gain even a better understanding, Lam and Kirby (2002) offer some division of emotional intelligence (EI) into three distinct components: to perceive emotions, to understand emotions, and to regulate emotions. These are congruent with the same components identified by Pellitteri (2002) as being emotional perception, emotional knowledge, and emotional regulation. The objective becomes one of not only being able to evaluate one's own emotional state at the given time, but also evaluating the emotional state of the receiver/customer. Once this is accomplished, the objective is to strengthen and to exploit the emotions of the situation in order to accomplish the desired goal. In essence, one needs to know oneself along with specific tendencies, as well as come to know as quickly as possible the emotions of the customer/receiver in order to have a quality exchange. The ability to size up a given situation and act upon it leads to a desired advantage.

Besides the employee/customer interface, there are preliminary findings that substantiate emotional intelligence as an influencing factor of team performance and leadership. More specifically, Ashkanasy *et al.* (2002) reports that the team emotional intelligence does have influence on performance and that training to improve emotional intelligence can have a positive impact on overall team performance. Part of the strategy is the inclusion of appropriate training and education on how to deal with, and improve, one's emotional intelligence. If the focus is significant change, anticipated anxiety and stress stemming from the transformation can be identified and confronted.

Thus, it is suggested that not unlike the potential gains from the employee-external customer interface, similar gains can be expected in dealing with internal customers. To this end, the specific benefits of EI, along with their use, are explored in depth as to where and how the application of EI can be a positive influence.

Leadership (management)

Organizations look to leadership (management) for ways to deal with the demands and new challenges of a changing environment. This usually requires the leadership to evaluate their current style(s) and evaluate more creative approaches. Eisenbach *et al.* (1999) provides insight into two such styles of leadership. Transformation leadership is best linked with the non-routine situations whereas transactional leadership is best linked with maintaining status quo and striving for goals. Leban and Zulauf (2004) suggest a third type of leadership, *laissez-faire*, but confirm that the transformational style is the most effective for greater organizational performance.

Gardner and Stough (2002) investigated the influence of EI and leadership further by looking in the workplace. Their findings solidify the predictive abilities of EI for effective leadership where they identify a strong relationship between EI and transformational leadership and are confirmed by Leban and Zulauf (2004). However, Palmer *et al.* (2001) add a note of caution by emphasizing that it is the active use of the EI traits, ability to monitor and manage these emotions that is important rather than just the measurement of EI traits. Leadership needs to look beyond self-interest in favor of emphasizing that which is beneficial for the organization as a whole (Tichy and Ulrich, 1984). Ideally it is those individuals Collins (2001) refers to as the level 5 leaders who are the driving force behind successful change transformations. Chrusciel (2004) even categorizes the role of the leader's involvement in the change transformation as one of the critical factors for success.

Wolff *et al.* (2002) suggests that there are key traits which are identifiable to emerging leaders. Their findings target the identification of the non-formal leadership that takes place in self-managed work teams (SMWT). Recognizing that the involvement of authoritative leadership in the self-managed work team could undermine the effort of the team, the focus of their research was on the emergence of membership toward the leadership role. More specifically, there was an interest to identify the critical traits that were important for members within the team to rise to the task of being a group leader without receiving any formal authority – natural aspirations. Two traits were recognized as being important categories:

- (1) task-focus, the ability to project competence; and
- (2) socioemotional behavior focus, the ability to deal with the social dynamics of the team and build trust.

The roles of empathy, perspective taking, supporting/developing others, and group task coordination are considered to be more than favorable attributes of emerging leadership, but are also recognized as strengthening the team by conveying a sense of inclusion, support, and respect. Their conclusion was that although task-focus (competency, coordination, synergy, etc.) was indeed important, there was an identified need through empathy (emotional intelligence) to build the team's sense of belonging, support, and optimism so that emotional issues do not detract from the team's progress toward completing its assignment.

The findings of Rozell *et al.* (2001) support the overall sentiments that emotional intelligence can indeed have predictive capabilities for success and can be influenced through appropriate training and development. The insight that emotional intelligence can be improved upon through training allows an organization to explore ways to improve these skills within the desired staff (Prati, 2005; Kemper, 1999; Goleman,

1998). Appropriate evaluation will allow an organization to home in on the specific needs of individuals, identify strengths and weaknesses and allow opportunity for improvement.

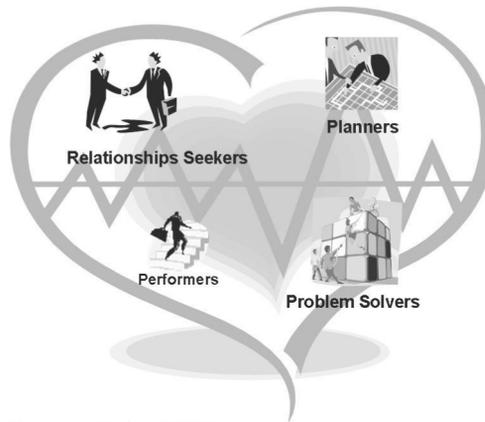
Measure and uses

As stated above, research has identified emotional intelligence as a powerful predictor of success when dealing with people, and especially as one climbs the ladder of success. There is however some effort to take the findings and look for practical applications within the work environment. Multi-Health Systems (MHS) of Toronto, Ontario (<http://www.mhs.com/>) provide a series of products and services which measure one's emotional quotient. They are carrying on the efforts of Reuven Bar-On, Ph.D., and his scientifically validated instrument for measuring emotional intelligence called the BarOn EQ-i™ (MHS, 2003; Kemper, 1999). Another company that has also recorded some success is APEX Performance Systems (<http://www.apexperformancesystems.com/>) (Swita, 2002). Encompassed in their program are tools to improve upon one's interpersonal sales advantage. Even if one is not directly involved with sales, the information gleaned from the program can be applicable to one's interaction on a daily basis where emphasis may be in dealing with staff and colleagues (i.e. specifically trying to convince or sell one's ideas to others). The goal is to emphasize the importance of first knowing yourself and your audience, and then gearing your presentation towards their preferences. Those seeking additional information and details on the programs and their application are directed to consult the reference citations or visit the Websites of those organizations providing the professional services dealing with emotional intelligence.

The APEX program attempts to provide training on the emotional intelligence concept for practical application into the work environment. The program simplifies the different attributes of human profiles into four colors which can then be further classified based on one's preference as either an introvert or an extrovert. The four colors, red (performers), green (problem solvers), blue (relationship seekers), and yellow (planners) serve as the identifiers to determine an individual's profile based on identified human emotional traits. This program allows those who have gone through the training to discuss emotional intelligence with a common language (see Figure 3).

An important aspect of EI is that most individuals are said to have pieces of each profile within their emotions bank/personality along with a dominance to be either more introverted or extroverted in nature. With this in mind, it is also believed that one or maybe two of the four profiles (colors) as defined by APEX can also be identified as being the most dominant. The four colors are a means to discuss the identification of the profiles of an individual and suggest strategies in how one might deal with these attributes when interacting with others. This approach introduces the trainee to the skills in identifying one's own profile, and then applying the same technique on peers, colleagues, clients, etc.

The APEX method was observed in action by one of their clients who implemented the program predominantly in their sales force. Through an in-depth review of the organization via interviews and examination of organizational artifacts, the APEX program was influencing the organization. This influence was not only within the organization, but was also having an impact on interactions with external clients and the financial bottom-line.



Source: Swita (2002)

Figure 3.
APEX EI classification

Use of the particular color (profiles) takes what may be seen as a complex concept and puts it into a more understandable and practical user format. Practitioner(s) should not only recognize where s/he is on the spectrum of profiles, but also gain an understanding and hone the ability to know where the other person (recipient) of the interaction is on the same spectrum. There is a natural shift from identifying the specific emotional intelligence traits for oneself to that of the client. Armed with this insight, the practitioner must then develop strategies to deal with the particular dynamics of the current reality while trying to evaluate the situation in a timely fashion. By knowing and exercising this knowledge, the potential to enhance the quality of the exchange is optimized.

The use of the EI program available from APEX allowed the client to restructure their sales force from a single contact to that of teams. These teams consisted of complementing members who best matched their customer's emotional profile. This allowed the sales group to dispatch the appropriate people taking into consideration the customer in developing and providing the sales presentation.

Emotional intelligence in human resource strategy

In an organization's quest to either maintain or gain the competitive edge, the emphasis shifts to the human asset of the organization. All organizations seek this edge through recruiting those individuals that will be successful, or improving the skills of its veteran staff, thus promoting the entire organization. If an organization can focus its training and development as well as screen or critique individuals for potential success by using emotional intelligence, an advantage may be gained.

Recruitment and promotion

One of the key benefits to be gained by an organization using EI is having staff that are able to regulate their own emotions when dealing with others (Bardzil and Slaski, 2003; Lam and Kirby, 2002). For those positions within the organization that require a high level of inter-personal interactions, EI assessments can be an effective tool in identifying the proper placement. Occasionally, organizations promote individuals who performed well in their current job function, only to have the individual fail upon

promotion. If a person is the best metal fabricator in the shop, he/she may not have the skills nor the motivation to be the team leader, a people-person. An individual may be able to excel in an environment which requires minimal social interaction, but become frustrated in one which requires complex communications and interactions.

Often referred to as personality, Kemper (1999) refers to these as the “soft skills”, one’s character, or even communication skills. The scientifically based concept of emotional intelligence offers a more precise explanation of this specific kind of human talent. EI could become a significant component in identifying the skills needed to successfully perform a job, and an EI assessment can be utilized in the recruitment, hiring, and promotion process by trained human resource professionals (Ashkanasy *et al.*, 2002).

That brings up the question of how one evaluates a person’s affinity to function in a team environment. In application materials the candidate submits information highlighting their specific abilities to demonstrate leadership and independence while at the same time trying to convey the message of being a team player. The search is to find the candidate(s) with the right mix of team traits having the skills to be a leader when needed and a follower when appropriate. A résumé and past experiences provide insight to one’s knowledge, skills, and abilities (KSAs), but what signs/indicators do the recruiters look for in determining organizational fit? The recruitment process becomes an attempt to deal with the right fit vs. best fit based on some type of criteria for selection (Brooking and Motta, 1996; Steel *et al.*, 2002).

EI serves as a potential predictor upon which to speculate the person’s fit into the organization’s culture. This assumes that there exists an understanding of the existing organizational climate and culture and that proper analysis has been conducted to determine what the “right” emotions should be for the position being recruited.

Bringing on the right people once the determination is made for what would be the best for the organization, EI looks beyond the KSA (knowledge, skills, and abilities), and delves into the more soft skills, the emotions. Here, great gains can be made in identifying the qualified candidates beyond their KSAs.

Training and development

According to Goleman (1998), emotional intelligence determines our potential for learning practical skills based on its five competencies: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships. Our emotional “competence” exhibits how much of that potential is translated into on-the-job capabilities. The emotional “competence” is a learned capability based on emotional intelligence and results in higher work performance.

Both Kemper (1999) and Goleman (1998) support the findings that emotional intelligence can be improved through appropriate training. In a study by Slaski and Cartwright (2003), managers were encouraged to develop awareness of aspects of themselves, and their relationships with others, through an examination of their emotional experiences. Results showed that after six months, participants showed increases in levels of EI and also demonstrated statistically significant improvements in general health, morale, distress, quality of work life, subjective stress and performance. These results are confirmed by Prati’s (2005) research efforts. This evidence provides strong support that an individual’s EI may benefit from an organizational training and development program.

It is understandable that excellent service, with positive emotional content, is most likely to be facilitated by employees who are emotionally self-aware and who understand others on a more emotional level (emotional intelligence). Bardzil and Slaski (2003) as well as Slaski and Cartwright (2003) have found that increased levels of EI help to reduce some of the negative aspects of work life that may inhibit a positive climate (e.g., stress, low morale, poor mental health, etc.). By developing emotional intelligence, managers or group leaders have been able to acquire greater self-understanding, exhibit better health, improve morale and quality of work life, and have been able to foster and build better working relationships. All of these are considered to be important influences on organizational performance.

Organizations come to expect new skills from employees who find themselves leading teams and projects cross-functionally. New skills like teamwork and trustworthiness are now vital. New competencies, such as adaptability, optimism and handling stress are necessary. Just because someone is high in intellectual intelligence does not mean he/she will have learned the emotional competencies for their functions at work. It does mean that he/she has demonstrated learning capabilities and therefore, has an excellent potential for learning them. Training and development opportunities can be effectively identified and customized to address specific needs.

EI becomes a tool to discern shortcomings in existing staff and can be used to identify areas for training and development. In those areas with emphasis on customer focus, the specific needs of the customer can be analyzed and targeted with appropriate remedies. Combined with information from customer feedback surveys, teams of staff can be set up to complement each other's strength and weaknesses so that valued customers can be approached with the right combination of personnel in anticipation of the demand. Thus, a flexible curriculum that takes into account EI and provides a comprehensive educational plan that is adaptive to both tactical and strategic change is seen as having value (see Figure 4).

There are emotional elements underlying the dynamics of many aspects of today's organization(s): change management, empowerment, team-work, shared learning, and open communications just to name a few. One of particular interest is how an organization handles the significant change transformation. Huy (1999) links the importance of EI to successful radical change and this is further supported by previous research done by Chrusciel (2004). These same supportive arguments are being extended to include significant organizational change. There is a significant

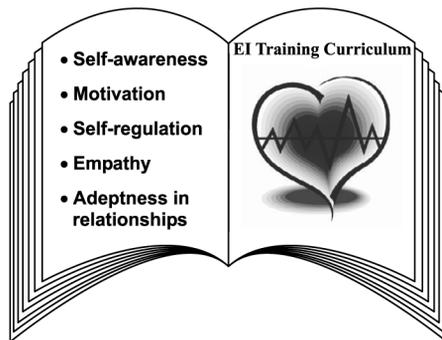


Figure 4.
EI training curriculum

relationship between EI and morale and job performance that merits consideration (Prati, 2005; Jordan *et al.*, 2002; Ashkanasy, 2002). This is especially the case when examining those in the organization supporting a change transformation (change agents) as they interact directly with those opposed (change recipients and resistors). The threat to the status quo evokes defenses from the recipients that can jeopardize not only the successful transformation (Chawla and Kelloway, 2004), but can also aggravate any pre-existing organizational disharmony. Empathy by the change agents for the concerns of the recipients can help alleviate some of the tension and avoid projecting the negative sentiments into the customer exchange. The significant change is an attempt to establish the competitive edge starting from within, and EI assessment and staff development to improve in this area can contribute to that advantage especially when it is used early in the change transformation.

Implications/limitations

Bardzil and Slaski (2003) point out that even with extensive training and improvement of the individual's EI quotient, the organizational environment will continue to be an influencing factor determining whether an individual can exercise this new training. This fact alone will require additional research on the influences of how this training or any training influences the organizational culture.

The interaction between EI and ethics is another area of concern. This is especially true since the implications along with the ability to hide or mask one's emotions can have significant ramifications. Whenever there are interactions between humans, it is suggested that the emotions of the exchange can indeed influence the outcome. Thus, there certainly is an ethical conundrum if the outcome is based on expressed emotions which are found not to be legitimate.

It should also be noted that the recommended EI measurement instruments will indeed provide valuable feedback on EI quotients for recruitment, training, and development. However, an organization must evaluate the return-on-investment and what action if any will be taken to improve upon the use of EI prior to investing in this undertaking. With the emphasis on improving both teamwork and trustworthiness in organizations, the need for these skills to be exemplified by leadership is stressed. However, it is recognized that there is always a balance between what the organization requires and what leadership can offer. That balance may indeed be unique to each organization given the environment in which it operates, thus the reader is cautioned against the use of a philosophy based on a one-method approach for all occasions.

These issues serve as suggestions for further research. As a final note, because of the research methodology of qualitative observations, the reader is cautioned against freely generalizing these findings. In the spirit of true qualitative research, the intent is to offer the findings for consideration where logic and reality can be justified and as a possible measurement tool when and where its use is judged to be appropriate.

Conclusion

Whether one is looking for a better method to recruit and hire, or a means to make the best of the assigned organizational staff, the ultimate goal is to improve overall performance and make the group more effective and efficient. It is imperative that emotional intelligence be seen as an influential means to provide valuable insight in trying to enhance the chances of the organization to achieve its strategic goal(s).

Recognizing that in most cases, one does not always have the luxury of hiring all new staff upon promotion to a supervisor or manager position, the person in charge must deal with what they inherit. Usually one must work with those who have preceded them in the organization. As a manager tries to harmonize the efforts of an assigned group, emotional intelligence provides those who have acquired knowledge in this area with an edge regarding both personal issues and group dynamics. Emotions and the energy from them need to be harnessed for the good of all and no longer be treated as irrational and wasteful.

No matter who we are, and where we work, play, or socialize, we are always trying to influence someone about something. Daily interactions with colleagues, peers, friends and management require us to use our emotional intelligence whether or not we are cognizant of doing so. Those who do well in these social interactions are seen as team players and are the ones who will most likely be invited back or asked to contribute again. They are the ones who are gaining a reputation for both themselves and their organization as being considerate and caring, especially advantageous within the service sector of our economy. Thus, everyone internal and external to the organization discerns the value of team efforts from groups who can successfully synergize and most importantly, project an organization-wide quality service climate. The recognition, utilization, and training related to emotional intelligence can easily become a means of not only promoting team interactions, but also personal development. This training needs to be part of an overall strategic philosophy to develop a dynamic flexible curriculum upon which the organization can attempt to synchronize the comfort of the known present with the fear from the uncertain future. This in turn provides the opportunity to influence the corporate climate so that people in the organization can modify the culture to be more adaptive to the issues of change transformation.

Once the importance of emotional intelligence is recognized, it is essential to remember that one's EI can be improved with appropriate training. One does not have to accept inadequate levels nor be satisfied with current levels of EI. Appropriate training in how to identify and then use emotional intelligence will not only be beneficial to the individual, but benefits will come back to the organization. As one looks at costs of providing appropriate training to improve upon these skills, one needs to consider what the cost to the organization will be if action is not taken. Therefore, it is important to not only recognize the value of emotional intelligence, but to encourage and promote the improvement of these skills within the organization. That way, a win-win scenario is achieved for both the individual and the organization, and the slogan "We are a Caring and Sensitive Organization" becomes more than just words, it becomes synonymous with being service oriented and customer caring.

References

- Ashkanasy, N., Härtel, C. and Daus, C. (2002), "Diversity and emotion: the new frontiers in organizational behavior research", *Journal of Management*, Vol. 28 No. 3, pp. 307-38.
- Bardzil, P. and Slaski, M. (2003), "Emotional intelligence: fundamental competencies for enhanced service provision", *Managing Service Quality*, Vol. 13 No. 3, pp. 97-104.
- Brooking, A. and Motta, E. (1996), "A taxonomy of intellectual capital and a methodology for auditing it", paper presented at 17th Annual National Conference, McMaster University, Hamilton, 24-26 January.

- Chawla, A. and Kelloway, E. (2004), "Predicting openness and commitment to change", *Leadership & Organization Development Journal*, Vol. 25 No. 6, pp. 485-98.
- Chrusciel, D. (2004), "Considerations for dealing with significant organizational change", *Dissertation Abstracts International*, Vol. 65 No. 8, pp. 3054-184.
- Collins, D. (2002), "Climbing Bridalveil Falls: organization change, process and re-engineering", *Strategic Change*, Vol. 11 No. 2, pp. 81-93.
- Collins, J. (2001), "Level 5 leadership: the triumph of humility and fierce resolve", *Harvard Business Review*, January, pp. 67-76.
- Dulewicz, V. and Higgs, M. (1999), "Can emotional intelligence be measured and developed?", *Leadership & Organization Development Journal*, Vol. 20 No. 5, pp. 242-52.
- Dulewicz, V., Higgs, M. and Slaski, M. (2003), "Measuring emotional intelligence: content, construct and criterion-related validity", *Journal of Managerial Psychology*, Vol. 18 No. 5, pp. 405-20.
- Eisenbach, R., Watson, K. and Pillai, R. (1999), "Transformational leadership in the context of organizational change", *Journal of Organizational Change Management*, Vol. 12 No. 2, pp. 80-9.
- Ford, C. (1996), "The role of creative action in organizational learning and change", *Journal of Organizational Change Management*, Vol. 9 No. 1, pp. 54-62.
- Gardner, L. and Stough, C. (2002), "Examining the relationship between leadership and emotional intelligence in senior level manager", *Leadership & Organization Development Journal*, Vol. 23 No. 2, pp. 68-78.
- Goleman, D. (1998), *Working with Emotional Intelligence*, Bantam Books, New York, NY.
- Huy, Q. (1999), "Emotional capability, emotional intelligence, and radical change", *Academy of Management Review*, Vol. 24 No. 2, pp. 325-45.
- Jordan, P., Ashkanasy, N. and Härtel, C. (2002), "Emotional Intelligence as a moderator of emotional and behavioral reactions to job insecurity", *Academy of Management Review*, Vol. 27 No. 3, pp. 361-72.
- Kemper, C. (1999), "EQ vs IQ", *Communication World*, Vol. 16 No. 9, p. 15.
- Kotter, J. (1996), *Leading Change*, Harvard Business School Press, Boston, MA.
- Lam, L. and Kirby, S. (2002), "Is emotional intelligence an advantage? An exploration of the impact of emotional and general intelligence on individual performance", *The Journal of Social Psychology*, Vol. 142 No. 1, pp. 133-43.
- Leban, W. and Zulauf, C. (2004), "Linking emotional intelligence abilities and transformational leadership styles", *Leadership & Organization Development Journal*, Vol. 25 No. 7, pp. 554-64.
- McEwen, W. and Fleming, J. (2003), "Customer satisfaction doesn't count", *Gallup Management Journal*, available at: <http://gmj.gallup.com/content/default.asp?ci=1012>
- Mayer, J. and Salovey, P. (1997), "What is emotional intelligence", in Salovey, P. and Sluyter, D. (Eds), *Emotional Development and Emotional Intelligence*, Basic Books, New York, NY.
- MHS – Multi-Health Systems (2003), "BarOn EQ-I", Toronto, Ontario, available at: www.mhs.com/healthcaredocs/EQi.pdf
- Moran, J. and Brightman, B. (2000), "Leading organizational change", *Journal of Workplace Learning*, Vol. 12 No. 2, pp. 66-77.
- Palmer, B., Walls, M., Burgess, Z. and Stough, C. (2001), "Emotional intelligence and effective leadership", *Leadership & Organizational Development Journal*, Vol. 22 No. 1, pp. 5-10.

-
- Pellitteri, J. (2002), "The relationship between emotional intelligence and ego defense mechanisms", *The Journal of Psychology*, Vol. 136 No. 2, pp. 182-94.
- Prati, M. (2005), "Emotional intelligence as a facilitator of the emotional labor process", *Dissertation Abstracts International*, Vol. 66 No. 1, pp. 251-461.
- Pritchett, P. (2004), *Culture Shift*, Pritchett/Rummler-Brache, Dallas, TX.
- Pritchett, P. and Pound, R. (2005), *The Stress of Organizational Change*, Pritchett, Dallas, TX.
- Reich, R. (2000), "Your job is change", *Fast Company Magazine*, No. 39, pp. 140-55.
- Roach, D. and Bednar, D. (1997), "The theory of logical types: a tool for understanding levels and types of change in organizations", *Human Relations*, Vol. 50, pp. 671-99.
- Rozell, E., Pettijohn, C. and Parker, R. (2001), "An empirical evaluation of emotional intelligence: the impact on management development", *Journal of Management Development*, Vol. 21 No. 4, pp. 272-89.
- Slaski, M. and Cartwright, S. (2003), "Emotional intelligence training and its implications for stress, health and performance", *Stress and Health*, Vol. 19 No. 4, pp. 233-9.
- Steel, R., Griffeth, R. and Hom, P. (2002), "Practical retention policy for the practical manager", *Academy of Management Executive*, Vol. 16 No. 2, pp. 149-62.
- Swita, M. (2002), *Your Interpersonal Sales Advantage*, Apex Performance Systems, Madison, WI.
- Tichy, N. and Ulrich, D. (1984), "Revitalizing organizations: the leadership role", in Kimberly, J. and Quinn, R. (Eds), *Managing Organizational Transitions*, Irwin, Homewood, IL, pp. 240-64.
- Weber, P. and Weber, J. (2001), "Changes in employee perceptions during organizational change", *Leadership & Organizational Development Journal*, Vol. 22 No. 6, pp. 291-300.
- Wolff, S., Pescosolido, A. and Druska, V. (2002), "Emotional intelligence as the basis of leadership emergence in self-managing teams", *Leadership Quarterly*, Vol. 13, pp. 505-22.

Corresponding author

Don Chrusciel can be contacted at: dchrusci@iastate.edu

To purchase reprints of this article please e-mail: reprints@emeraldinsight.com
Or visit our web site for further details: www.emeraldinsight.com/reprints